CHILTON FOLIAT CofE VA PRIMARY SCHOOL

Our School Christian Vision

With thankfulness, courage and love,
we strive to improve heart and mind.

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a **thirst for knowledge**. This is delivered in a safe, thoughtful and nurturing environment promoting self-discipline, motivation and excellence in all that we do. We encourage strong partnerships and inclusive relationships amongst pupils, parents, carers, staff and the wider community. Our children leave Chilton Foliat Primary School with a deep understanding of the impact of living out our school vision and values. As a result, they are well-rounded, confident and able to contribute positively to a wider community. They want to continue to **thirst for knowledge** and strive to improve **heart** and **mind** enjoying a diverse curriculum in their next educational setting.

Spiritual, Moral, Social and Cultural Policy

Date Reviewed	March 2025
Review Period	Annually/2 Yearly/Readopted/Other
Review Body	Headteacher/Governing Body key personnel

Intent

At Chilton Foliat School we recognise that the pupils' spiritual, moral, social and cultural development (SMSC), will play a significant part in their ability to learn and achieve. We therefore aim to provide an education that allows pupils the opportunity to explore and develop their own values and beliefs. Similarly, we strongly support pupils' development of their own spiritual awareness as well as their understanding of other diverse social and cultural traditions. We encourage high standards of behaviour and the adoption of a positive and caring attitude towards others.

Implementation

Christian spirituality and Christian values and principles will be explored in all curricula areas, especially in RWE/ Collective Worship, but the integrity and spirituality of pupils from other faith backgrounds will also be respected and explored. The diversity of spiritual traditions will be recognised and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valued individuals whilst showing (Christian) love and respect for both pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right & wrong in as far as their actions affect other people. They will be encouraged to value both themselves and others.

Pupils should understand the need for rules and the requirement to abide by those rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour, whilst providing the opportunity to celebrate the work of pupils, as well as their achievements.

All areas of the curriculum should endeavour to use illustrations and examples drawn from a wide range of cultural contexts as possible. This will be reflected in the teacher's planning, teaching and pastoral care. This will result in:

- Ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- Guaranteeing a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude, and background
- Assuring that all pupils know what is expected of them and why
- Providing each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- Enabling pupils to develop an understanding of their individual and group identity

- Encouraging all pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society
- Providing each pupil, the opportunity to explore social and moral issues, and to develop a sense of social and moral responsibility.

Spiritual Development

Chilton Foliat Church of England VA Primary School – Definition of Spirituality

Our spiritual quest is to grow hearts and minds, to understand ourselves better and our place and purpose in the world. Allow ourselves to wonder and question deeply, without judgement or barrier and understand how the world in all its beauty can change us for the better.

As a school we aim to provide learning opportunities that will enable pupils to flourish as they:

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Supported by our Christian Vision and Values, Thankfulness, Courage and Love we promote the moral, social and cultural development of all pupils giving them aspiration for themselves and hope for the communities of which they are a part. We recognize the unique value of each individual and through our policy, develop a deeper understanding of their individual and group identity. Our children provided opportunities for:

Moral Development

- Recognise the value of Jesus' teaching
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take the initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements.

Social Development

- Learn about service in the school and the wider community
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

Cultural Development

- Recognise the value of richness of cultural and religious diversity in the United Kingdom and how these influence individuals in society
- Recognise Christianity as a world-wide faith
- Develop an understanding of their social and cultural environment
- Develop an understanding of Britain's local, National, European Commonwealth and global dimensions

Teaching and organisation

Development in SMCS will take place across all areas of the curriculum within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curricula areas seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their ideas and beliefs
- Discuss difficult matters and specific concepts, e.g. bullying, death
- Share thoughts and feelings with other people
- Explore relationships with friends/families/others
- Consider others needs and behaviour
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open-mind ness, sensitivity, critical awareness etc.

Many areas of the curriculum provide opportunities to;

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are physically or mentally different
- Agree and disagree

- Take turns and share equipment
- Work co-operatively and collaboratively.

Links with the community

- Links with the Church are fostered through the links with our local church and the Diocesan Board of Education
- The development of strong home-school links are regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it
- Visitors are regularly welcomed into the school to share elements of their own Spiritual, Moral, Social and Cultural journeys
- Children regularly take part in opportunities for education and community involvement outside of the school
- Led by the school's vision and values, the school community is able to connect its ethical and charitable activities. All children are provided opportunities to engage in social action and to understand how they can challenge injustice.

Monitoring and evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Discussion at staff meetings and governors' meetings
- Audit of Policies and Schemes of work
- Sharing of classroom work and practice
- Audit of Collective Worship policy and practice
- Inclusion in the School Development Plan.